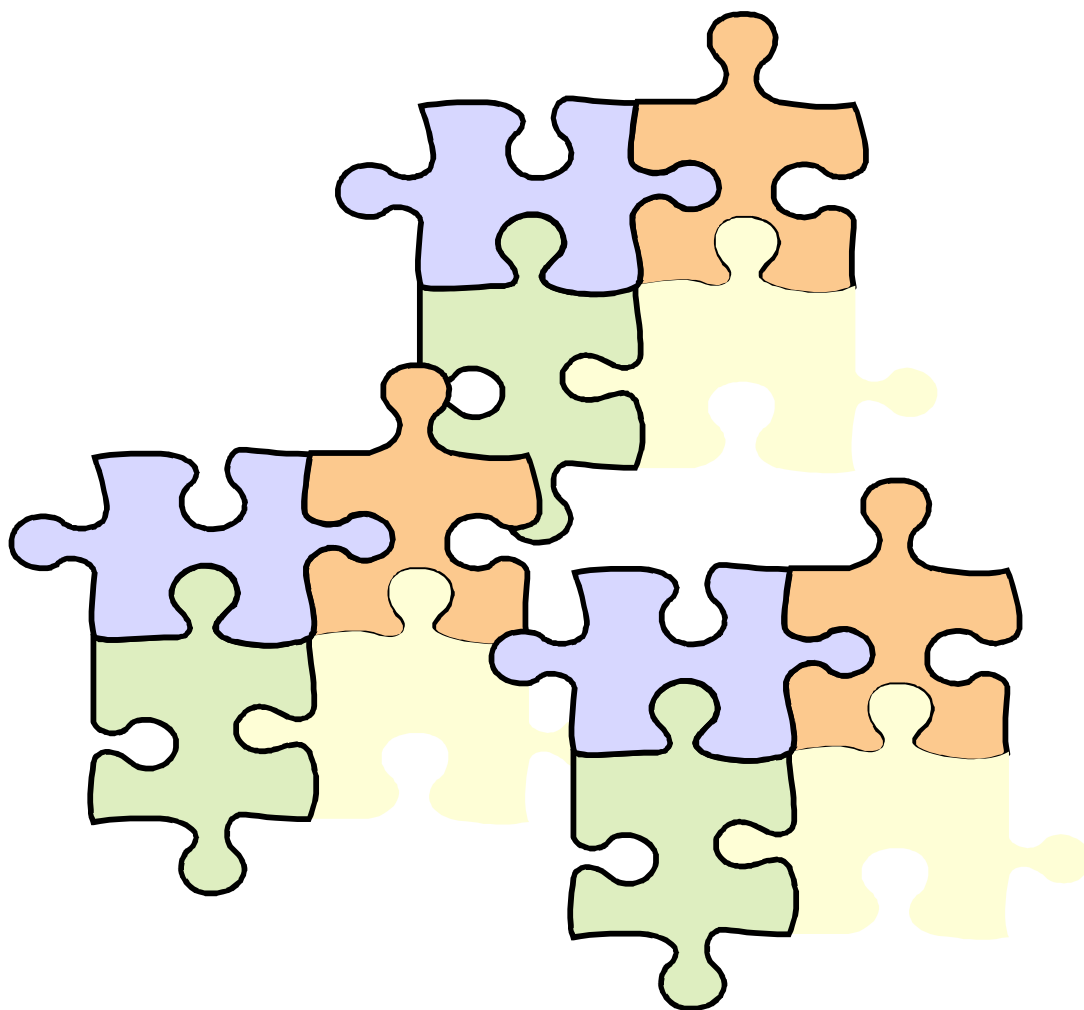


Single Subject Matter Standards: English

February 2003

California Commission on Teacher Credentialing



Single Subject Matter Standards of Quality and Effectiveness for Programs in English

California Commission on Teacher Credentialing

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Standards Common to All

Standard 1: Program Philosophy and Purpose

The subject matter preparation program is based on an explicit statement of program philosophy that expresses its purpose, design, and desired outcomes in relation to the Standards of Quality and Effectiveness for Single Subject Teaching Credential Programs. The program provides the coursework and field experiences necessary to teach the specified subject to all of California's diverse public school population. Subject matter preparation in the program for prospective teachers is academically rigorous and intellectually stimulating. The program curriculum reflects and builds on the State-adopted *Academic Content Standards for K-12 Students* and *Curriculum Frameworks for California Public Schools*. The program is designed to establish a strong foundation in and understanding of subject matter knowledge for prospective teachers that provides a basis for continued development during each teacher's professional career. The sponsoring institution assigns high priority to and appropriately supports the program as an essential part of its mission.

Required Elements

- 1.1 The program philosophy, design, and intended outcomes are consistent with the content of the State-adopted Academic Content Standards for K-12 students and Curriculum Frameworks for California public schools.
- 1.2 The statement of program philosophy shows a clear understanding of the preparation that prospective teachers need in order to be effective in delivering academic content to all students in California schools.
- 1.3 The program provides prospective teachers with the opportunity to learn and apply significant ideas, structures, methods and core concepts in the specified subject discipline(s) that underlies the 6-12 curriculum.
- 1.4 The program prepares prospective single-subject teachers to analyze complex discipline-based issues; synthesize information from multiple sources and perspectives; communicate skillfully in oral and written forms; and use appropriate technologies.
- 1.5 Program outcomes are defined clearly and assessments of prospective teachers and program reviews are appropriately aligned.
- 1.6 The institution conducts periodic review of the program philosophy, goals, design, and outcomes consistent with the following: campus program assessment timelines, procedures, and policies; ongoing research and thinking in the discipline; nationally accepted content standards and recommendations; and the changing needs of public schools in California.

Standard 2: Diversity and Equity

The subject matter program provides equitable opportunities to learn for all prospective teachers by utilizing instructional, advisement and curricular practices that insure equal access to program academic content and knowledge of career options. Included in the program are the essential understandings, knowledge and appreciation of the perspectives and contributions by and about diverse groups in the discipline.

Required Elements:

- 2.1 In accordance with the Education Code Chapter 587, Statutes of 1999, (See Appendix A), human differences and similarities to be examined in the program include, but are not limited to those of sex, race, ethnicity, socio-economic status, religion, sexual orientation, and exceptionality. The program may also include study of other human similarities and differences.
- 2.2 The institution recruits and provides information and advice to men and women prospective teachers from diverse backgrounds on requirements for admission to and completion of subject matter programs.
- 2.3 The curriculum in the Subject Matter Program reflects the perspectives and contributions of diverse groups from a variety of cultures to the disciplines of study.
- 2.4 In the subject matter program, classroom practices and instructional materials are designed to provide equitable access to the academic content of the program to prospective teachers from all backgrounds.
- 2.5 The subject matter program incorporates a wide variety of pedagogical and instructional approaches to academic learning suitable to a diverse population of prospective teachers. Instructional practices and materials used in the program support equitable access for all prospective teachers and take into account current knowledge of cognition and human learning theory.

Standard 3: Technology

The study and application of current and emerging technologies, with a focus on those used in K-12 schools, for gathering, analyzing, managing, processing, and presenting information is an integral component of each prospective teacher's program study. Prospective teachers are introduced to legal, ethical, and social issues related to technology. The program prepares prospective teachers to meet the current technology requirements for admission to an approved California professional teacher preparation program.

Required Elements:

- 3.1 The institution provides prospective teachers in the subject matter program access to a wide array of current technology resources. The program faculty selects these technologies on the basis of their effective and appropriate uses in the disciplines of the subject matter program.
- 3.2 Prospective teachers demonstrate information processing competency, including but not limited to the use of appropriate technologies and tools for research, problem solving, data acquisition and analysis, communications, and presentation.
- 3.3 In the program, prospective teachers use current and emerging technologies relevant to the disciplines of study to enhance their subject matter knowledge and understanding.

Standard 4: Literacy

The program of subject matter preparation for prospective Single Subject teachers develops skills in literacy and academic discourse in the academic disciplines of study. Coursework and field experiences in the program include reflective and analytic instructional activities that specifically address the use of language, content and discourse to extend meaning and knowledge about ideas and experiences in the fields or discipline of the subject matter.

Required Elements:

- 4.1 The program develops prospective teachers' abilities to use academic language, content, and disciplinary thinking in purposeful ways to analyze, synthesize and evaluate experiences and enhance understanding in the discipline.
- 4.2 The program prepares prospective teachers to understand and use appropriately academic and technical terminology and the research conventions of the disciplines of the subject matter.
- 4.3 The program provides prospective teachers with opportunities to learn and demonstrate competence in reading, writing, listening, speaking, communicating and reasoning in their fields or discipline of the subject matter.

Standard 5: Varied Teaching Strategies

In the program, prospective Single Subject teachers participate in a variety of learning experiences that model effective curriculum practices, instructional strategies and assessments that prospective teachers will be expected to use in their own classrooms.

Required Elements:

- 5.1 Program faculty include in their instruction a variety of curriculum design, classroom organizational strategies, activities, materials and field experiences incorporating observing, recording, analyzing and interpreting content as appropriate to the discipline.
- 5.2 Program faculty employ a variety of interactive, engaging teaching styles that develop and reinforce skills and concepts through open-ended activities such as direct instruction, discourse, demonstrations, individual and cooperative learning explorations, peer instruction and student-centered discussion.
- 5.3 Faculty development programs provide tangible support for subject matter faculty to explore and use exemplary and innovative curriculum practices.
- 5.4 Program faculty use varied and innovative teaching strategies, which provide opportunities for prospective teachers to learn how content is conceived and organized for instruction in a way that fosters conceptual understanding as well as procedural knowledge.
- 5.5 Program coursework and fieldwork include the examination and use of various kinds of technology that are appropriate to the subject matter discipline.

Standard 6: Early Field Experiences

The program provides prospective Single Subject teachers with planned, structured field experiences in departmentalized classrooms beginning as early as possible in the subject matter program. These classroom experiences are linked to program coursework and give a breadth of experiences across grade levels and with diverse populations. The early field experience program is planned collaboratively by subject matter faculty, teacher education faculty and representatives from school districts. The institution cooperates with school districts in selecting schools and classrooms for introductory classroom experiences. The program includes a clear process for documenting each prospective teacher's observations and experiences.

Required Elements:

- 6.1 Introductory experiences shall include one or more of the following activities: planned observations, instruction or tutoring experiences, and other school based observations or activities that are appropriate for undergraduate students in a subject matter preparation program.
- 6.2 Prospective teachers' early field experiences are substantively linked to the content of coursework in the program.
- 6.3 Fieldwork experiences for all prospective teachers include significant interactions with K-12 students from diverse populations represented in California public schools and cooperation with at least one carefully selected teacher certificated in the discipline of study.
- 6.4 Prospective teachers will have opportunities to reflect on and analyze their early field experiences in relation to course content. These opportunities may include field experience journals, portfolios, and discussions in the subject matter courses, among others.
- 6.5 Each prospective teacher is primarily responsible for documenting early field experiences. Documentation is reviewed as part of the program requirements.

Standard 7: Assessment of Subject Matter Competence

The program uses formative and summative multiple measures to assess the subject matter competence of each candidate. The scope and content of each candidate's assessment is consistent with the content of the subject matter requirements of the program and with institutional standards for program completion.

Required Elements:

- 7.1 Assessment within the program includes multiple measures such as student performances, presentations, research projects, portfolios, field experience journals, observations, and interviews as well as oral and written examinations based on criteria established by the institution.
- 7.2 The scope and content of each assessment is congruent with the specifications for the subject matter knowledge and competence as indicated in the content domains of the Commission-adopted subject matter requirement.
- 7.3 End-of-program summative assessment of subject matter competence includes a defined process that incorporates multiple measures for evaluation of performance.
- 7.4 Assessment scope, process, and criteria are clearly delineated and made available to students when they begin the program.
- 7.5 Program faculty regularly evaluate the quality, fairness, and effectiveness of the assessment process, including its consistency with program requirements.
- 7.6 The institution that sponsors the program determines, establishes and implements a standard of minimum scholarship (such as overall GPA, minimum course grade or other assessments) of program completion for prospective single subject teachers.

Standard 8: Advisement and Support

The subject matter program includes a system for identifying, advising and retaining prospective Single Subject teachers. This system will comprehensively address the distinct needs and interests of a range of prospective teachers, including resident prospective students, early deciders entering blended programs, groups underrepresented among current teachers, prospective teachers who transfer to the institution, and prospective teachers in career transition.

Required Elements:

- 8.1 The institution will develop and implement processes for identifying prospective Single Subject teachers and advising them about all program requirements and career options.
- 8.2 Advisement services will provide prospective teachers with information about their academic progress, including transfer agreements and alternative paths to a teaching credential, and describe the specific qualifications needed for each type of credential, including the teaching assignments it authorizes.
- 8.3 The subject matter program facilitates the transfer of prospective teachers between post-secondary institutions, including community colleges, through effective outreach and advising and the articulation of courses and requirements. The program sponsor works cooperatively with community colleges to ensure that subject matter coursework at feeder campuses is aligned with the relevant portions of the *State-adopted Academic Content Standards for K-12 Students in California Public Schools*.
- 8.4 The institution establishes clear and reasonable criteria and allocates sufficient time and personnel resources to enable qualified personnel to evaluate prospective teachers' previous coursework and/or fieldwork for meeting subject matter requirements.

Standard 9: Program Review and Evaluation

The institution implements a comprehensive, ongoing system for periodic review of and improvement to the subject matter program. The ongoing system of review and improvement involves university faculty, community college faculty, student candidates and appropriate public schools personnel involved in beginning teacher preparation and induction. Periodic reviews shall be conducted at intervals not exceeding 5 years.

Required Elements:

- 9.1 Each periodic review includes an examination of program goals, design, curriculum, requirements, student success, technology uses, advising services, assessment procedures and program outcomes for prospective teachers.
- 9.2 Each program review examines the quality and effectiveness of collaborative partnerships with secondary schools and community colleges.
- 9.3 The program uses appropriate methods to collect data to assess the subject matter program's strengths, weaknesses and areas that need improvement. Participants in the review include faculty members, current students, recent graduates, education faculty, employers, and appropriate community college and public school personnel.
- 9.4 Program improvements are based on the results of periodic reviews, the inclusion and implications of new knowledge about the subject(s) of study, the identified needs of program students and school districts in the region, and curriculum policies of the State of California.

Standard 10: Coordination

One or more faculty responsible for program planning, implementation and review coordinate the Single Subject Matter Preparation Program. The program sponsor allocates resources to support effective coordination and implementation of all aspects of the program. The coordinator(s) fosters and facilitates ongoing collaboration among academic program faculty, local school personnel, local community colleges and the professional education faculty.

Required Elements:

- 10.1 A program coordinator will be designated from among the academic program faculty.
- 10.2 The program coordinator provides opportunities for collaboration by faculty, students, and appropriate public school personnel in the design and development of and revisions to the program, and communicates program goals to the campus community, other academic partners, school districts and the public.
- 10.3 The institution allocates sufficient time and resources for faculty coordination and staff support for development, implementation and revision of all aspects of the program.
- 10.4 The program provides opportunities for collaboration on curriculum development among program faculty.
- 10.5 University and program faculty cooperate with community colleges to coordinate courses and articulate course requirements for prospective teachers to facilitate transfer to a baccalaureate degree-granting institution.

Standards for English

Standard 11: Required Subject of Study

The subject matter preparation program is based on an explicit statement of program philosophy that expresses its purpose, design, and desired outcomes reflective of the Standards for Single Subject Teaching Credential Programs. The program provides the course work and field experiences necessary to teach the specified subject to all students in California's diverse public school population. The subject matter preparation for prospective teachers is academically rigorous and intellectually stimulating. The institution assigns high priority to and appropriately supports the program as an essential part of its mission. The program curriculum reflects and builds on the State-adopted English-Language Arts Content Standards for California Public Schools: Kindergarten Through Grade Twelve (1997) and Reading/Language Arts Framework for California Public Schools: Kindergarten Through Grade Twelve (1999). The program is designed to establish a strong foundation in subject matter knowledge and understanding that provides a basis for continued development during the teachers' professional career.

Required Elements

- 11.1 The core program provides broad foundational studies in the four English domains as detailed in Standards 13 through 16 (literature and textual analysis; language, linguistics and literacy; composition and rhetoric; communications, speech, media and creative performance).
- 11.2 The core program includes focused, in-depth study in one or more domains to provide rigorous, scholarly work in the recognized disciplines of English Language Arts.
- 11.3 The core program introduces English candidates to current and emerging issues in literacy, language acquisition and multicultural studies.
- 11.4 The core program includes the study of canonical literature as well as the literature of diversity, world literature, non-literary readings, workplace communications, and visual technologically mediated texts.
- 11.5 The core program includes study of research conducted and presented in multiple genres and media reflective of current technology in usage.
- 11.6 Throughout the program, literary works and other forms of human communication are considered in their historical and political contexts.

Standard 12: Extended Studies

The program includes coursework to supplement the program core and further prepare prospective teachers in the range of subjects included in the state-adopted Reading/Language Arts Framework for California Public Schools: Kindergarten Through Grade Twelve (1999). Prospective teachers build upon foundational knowledge acquired in the program core by further work within or across content domains. The program's design for extended studies provides prospective teachers with options, including both specialized and comprehensive preparation based on coherent patterns of coursework.

Required Elements:

- 12.1 The program offers extended studies that ensure that prospective teachers deepen their knowledge within or across content domains.
- 12.2 Extended study may be offered in any or all of the following patterns:
 - a. A combination of related content areas across one or more of the four domains: literature and textual analysis; language and linguistics; composition and rhetoric; and communications: speech, media and creative performance
 - b. Concentration in one domain
 - c. Concentration in any content area within a domain (e.g., speech, multicultural literature, theater)
- 12.3 The program provides advising for prospective teachers to select or develop a coherent pattern of extended study based on a well-defined goal (i.e., to meet requirements of the major; to complement or supplement studies in the program core; to pursue special professional interests, e.g. drama, journalism, and media).

Standard 13: Literature and Textual Analysis

Prospective teachers of English learners are prepared to recognize the power and importance of literature as it reflects the most eloquent statements about the human condition. Prospective teachers of English develop an appreciation for our diverse literary heritage as an expression of our poly-cultural society and understand the ways that language can be used to articulate moral and ethical values, delight the spirit, or express the creative impulses of human thought. The program curriculum includes traditional and emerging definitions of literature, types and periods of literature, and textual analysis.

Required Elements:

- 13.1 Read, study and analyze works of literature from the canon, including the literature of diversity, from a variety of literary traditions, movements and historical contexts.
- 13.2 Know and analyze a variety of literary elements, their forms and uses.
- 13.3 Analyze literary and non-literary texts and understand their structure, content and interpretations.
- 13.4 Consider and articulate the ways in which literature can engage readers and cause them to reflect on their own experiences and the human condition.
- 13.5 Reflect on the ways literature can inspire personal and social growth and change.

Standard 14: Language, Linguistics and Literacy

The program requires prospective teachers of English to develop an understanding of language structures, language acquisition, linguistic diversity and the development of literacy. Prospective teachers know, understand and appreciate the varieties of spoken and written English and how they are related to the diverse cultures and societies where English is a medium of communication. Recognizing the needs of both native and non-native speakers, the program effectively models English as a communicative tool.

Required Elements:

- 14.1 Know the conventions, forms and functions of Standard English grammar and sentence structure.
- 14.2 Recognize the universality of linguistic structures while acknowledging variation arising from differences of time, place and community.
- 14.3 Learn basic principles of morphology, phonology, syntax, semantics and pragmatics.
- 14.4 Explain cognitive, affective and socio-cultural as well as first language influences on language acquisition and development, and the role of these influences in developing academic literacy.
- 14.5 Examine and explain strategies for constructing meaning within the processes of reading and writing.

Standard 15: Composition and Rhetoric

In the program prospective teachers learn and apply a variety of composing processes. Prospective teachers of English analyze and compose texts representing a variety of discourse types and demonstrate the ability to use research strategies, text production technologies and presentation methods appropriately in a range of rhetorical contexts.

Required Elements:

- 15.1 Read and study the rhetorical features of literary and non-literary texts, both fiction and non-fiction.
- 15.2 Analyze rhetorical and structural differences between oral written language to explain relations between speaking and writing. Study and apply aspects of oral and written composing processes.
- 15.3 Use and analyze grammatical elements of oral and written English for a variety of rhetorical effects.
- 15.4 Consistently and accurately apply the conventions of oral and written English.
- 15.5 Learn and apply advanced research strategies for academic work in English, including collection, integration and citation of data.

Standard 16: Communications: Speech, Media and Creative Performance

In the program prospective teachers of English acquire the breadth of knowledge needed to integrate journalism, technological media, speech, dramatic performance and creative writing into the language arts curriculum. Prospective teachers gain experience with oral and visual communication as expressed through media and performance as well as creative writing forms to understand how to use language effectively to communicate ideas and express themselves creatively.

Required Elements:

- 16.1 Demonstrate and evaluate oral performance in a variety of forms, using appropriate delivery criteria.
- 16.2 Demonstrate the ability to analyze and respond to components of communication discourse such as audience feedback, supportive listening and critical thinking.
- 16.3 Learn and apply strategies used by the media to impact society and evaluate the impact.
- 16.4 Specify the processes and techniques for making presentations in a variety of media forms.
- 16.5 Participate in dramatic performance, such as traditional playscripts, reader's theater and oral interpretation.
- 16.5 Engage in theatrical processes, which apply production techniques, such as rehearsal strategies, principles of theatrical design and textual interpretation.
- 16.6 Produce creative writing in a variety of genres using processes and techniques that enhance the text.

English Subject Matter Requirements

Part I: Content Domains for Subject Matter Understanding and Skill in English

More than ever before, teachers of English in California's middle and high schools must deliver a complex and dynamic curriculum to students of every socioeconomic, linguistic and cultural background. Furthermore, society is increasingly technologically and media oriented. The Reading/Language Arts Framework for California Public Schools: Kindergarten Through Grade Twelve (1999) forms the basis for the preparation of English teachers, who must equip their students to meet the challenges of this changing world. In this context, new paradigms and models are required for teaching English/Language Arts. Multiple forms of literacy demand a broad theoretical knowledge of language and literacy acquisition, while new information technologies require an emphasis on critical analysis of both print and non-print texts.

Candidates for Single Subject Teaching Credentials in English have a broad knowledge of literature, language and linguistics, rhetoric and composition, and communication studies. Candidates must be able to read and write well for a variety of purposes and communicate effectively within a variety of rhetorical contexts. In addition, candidates must have experience in theater arts, public speaking, journalism, textual analysis of nonfiction and electronic media, and production of technologically enhanced documents. This broad scope of background and skills ensures a greater degree of success in English/Language Arts classrooms for California's public school children.

Domain 1. Literature and Textual Analysis

Candidates demonstrate knowledge of the foundations and contexts of the literature and textual analysis contained in the English-Language Arts Content Standards for California Public Schools: Kindergarten Through Grade Twelve (1997) as outlined in the Reading/Language Arts Framework for California Public Schools: Kindergarten Through Grade Twelve (1999) at a post secondary level of rigor. Candidates have both broad and deep conceptual knowledge of the subject matter. The candidate's preparation should include breadth of knowledge in literature, literary analysis and criticism, as well as non-literary text analysis. Literary analysis presumes in-depth exploration of the relationship between form and content. The curriculum should embrace representative selections from different literary traditions and major works from diverse cultures. Advanced study of multicultural writers is also fundamental preparation for teaching these works. Shakespeare remains integral to the secondary school curriculum; advanced study of his work is, therefore, essential to future secondary teachers. Candidates must be enthusiastic readers and writers, who know and apply effective reading strategies and compose thoughtful, well-crafted responses to literary and non-literary texts. Candidates will be able to:

1.1 Literary Analysis

- a. Recognize, compare, and evaluate different literary traditions to include:
 - ♦ American (inclusive of cultural pluralism)
 - ♦ British (inclusive of cultural pluralism)
 - ♦ World literature and literature in translation (inclusive of cross-cultural literature)
 - ♦ Mythology and oral tradition
- b. Trace development of major literary movements in historical periods (e.g., Homeric Greece, medieval, neoclassic, romantic, modern)
- c. Describe the salient features of adolescent/Young Adult literature
- d. Analyze and interpret major works by representative writers in historical, aesthetic, political, and philosophical contexts

(English-Language Arts Content Standards for California Public Schools, Grade 6, Reading: 2.4; Grades 11-12, Reading: 2.2, 3.5-7)

1.2 Literary Elements

- a. Distinguish salient features of genres (e.g., short stories, non-fiction, drama, poetry, and novel)
- b. Define and analyze basic elements of literature (e.g., plot, setting, character, point of view, theme, narrative structure, figurative language, tone, diction, and style)
- c. Articulate the relationship between the expressed purposes and the characteristics of different forms of dramatic literature (e.g., comedy, tragedy, drama, and dramatic monologue)
- d. Develop critical thinking and analytic skill through close reading of texts

(English-Language Arts Content Standards for California Public Schools, Grade 6, Reading: 1.1-2, 2.1, 2.4, 2.6, 2.8, 3.0; Grade 7, Reading: 1.1, 2.4, 3.1-5; Grade 8, Reading: 1.1, 2.7, 3.0; Grades 9-10, Reading: 1.1, 2.8, 3.1-4, 3.7-10; Grades 11-12, Reading: 2.2, 3.1-4)

1.3 Literary Criticism

- a. Research and apply criticism of major texts and authors using print and/or electronic resources
- b. Research and apply various approaches to interpreting literature (e.g., aesthetic, historical, political, philosophical)

(English-Language Arts Content Standards for California Public Schools, Grade 6, Reading: 2.1-2, 2.6-8, 3.6; Grade 7, Reading: 2.1, 2.4, 2.6, 3.0; Grade 8, Reading: 2.2, 2.6, 3.0; Grades 9-10, Reading: 2.2, 2.4, 2.8, 3.5-7, 3.11-12, Writing 1.6-7; Grades 11-12, Reading: 2.2, 2.4, 3.8-9, Writing 1.6-7)

1.4 Analysis of Non-Literary Texts

- a. Compare various features of print and visual media (e.g., film, television, Internet)
- b. Evaluate structure and content of a variety of consumer, workplace, and public documents
- c. Interpret individual works in their cultural, social, and political contexts

(English-Language Arts Content Standards for California Public Schools, Grade 6, Reading: 2.0, 3.0; Grade 7, Reading: 2.1-5, 2.2, 3.0; Grade 8, Reading: 2.1-7, 3.0; Grades 9-10, Reading: 2.1, 2.2, 2.4-7, 3.0; Grades 11-12, Reading: 2.1-3, 2.6, 3.0)

Domain 2. Language, Linguistics, and Literacy

Candidates demonstrate knowledge of the foundations and contexts of the language, linguistics, and literacy contained in the English-Language Arts Content Standards for California Public Schools: Kindergarten Through Grade Twelve (1997) as outlined in the Reading/Language Arts Framework for California Public Schools: Kindergarten Through Grade Twelve (1999) at a post secondary level of rigor. Candidates have both broad and deep conceptual knowledge of the subject matter. Many California students, coming from a variety of linguistic and sociocultural backgrounds, face specific challenges in mastering the English language. The diversity of this population requires the candidate to understand the principles of language acquisition and development. Candidates must become knowledgeable about the nature of human language, language variation, and historical and cultural perspectives on the development of English. In addition, candidates must acquire a complex understanding of the development of English literacy among both native and non-native speakers. Candidates will be able to:

2.1 Human Language Structures

- a. Recognize the nature of human language, differences among languages, the universality of linguistic structures, and change across time, locale, and communities
- b. Demonstrate knowledge of word analysis, including sound patterns (phonology) and inflection, derivation, compounding, roots and affixes (morphology)
- c. Demonstrate knowledge of sentence structures (syntax), word and sentence meanings (semantics), and language function in communicative context (pragmatics)
- d. Use appropriate print and electronic sources to research etymologies; recognize conventions of English orthography and changes in word meaning and pronunciation

(English-Language Arts Content Standards for California Public Schools, Grade 6, Reading: 1.1-5; Grades 7-8, Reading: 1.2; Grades 9-10, Reading: 1.1-3)

2.2 Acquisition and Development of Language and Literacy

- a. Explain the influences of cognitive, affective, and sociocultural factors on language acquisition and development
- b. Explain the influence of a first language on second language development
- c. Describe methods and techniques for developing academic literacy (e.g., tapping prior knowledge through semantic mapping, word analogies, and cohesion analysis)

(English-Language Arts Content Standards for California Public Schools, Grades 6-12, Reading: 1.0)

2.3 Literacy Studies

- a. Recognize the written and oral conventions of Standard English, and analyze the social implications of mastering them
- b. Describe and explain cognitive elements of reading and writing processes (e.g., decoding and encoding, construction of meaning, recognizing and using text conventions of different genres)
- c. Explain metacognitive strategies for making sense of text (e.g., pre-reading activities, predicting, questioning, word analysis, and concept formation)

(English-Language Arts Content Standards for California Public Schools, Grades 6-12, Reading: 1.0)

2.4 Grammatical Structures of English

- a. Identify methods of sentence construction (e.g., sentence combining with coordinators and subordinators; sentence embedding and expanding with clausal and phrasal modifiers)
- b. Analyze parts of speech and their distinctive structures and functions (e.g., noun phrases including count and noncount nouns and the determiner system; prepositions, adjectives, and adverbs; word transformations)
- c. Describe the forms and functions of the English verb system (e.g., modals, verb complements, and verbal phrases)

(English-Language Arts Content Standards for California Public Schools, Grade 8, Reading: 1.2)

Domain 3. Composition and Rhetoric

Candidates demonstrate knowledge of the foundations and contexts of the composition and rhetoric contained in the English-Language Arts Content Standards for California Public Schools; Kindergarten Through Grade Twelve (1997) as outlined in the Reading/Language Arts Framework for California Public Schools: Kindergarten Through Grade Twelve (1999) at a post secondary level of rigor. Candidates have both broad and deep conceptual knowledge of the subject matter. Candidates face dynamic challenges in the domains of oral and written communication. They must make appropriate use of current text-production technologies and develop sensitivity to patterns of communication used by different social and cultural groups. Candidates are competent writers and speakers who are able to communicate appropriately in various rhetorical contexts, using effective text structures, word choice, sentence options, standard usage conventions, and advanced research methods as needed. The subject matter preparation program provides opportunities for candidates to develop skills and confidence in public speaking. Candidates will be able to:

3.1 Written Composing Processes (Individual and Collaborative)

- a. Reflect on and describe their own writing processes
- b. Investigate and apply alternative methods of prewriting, drafting, responding, revising, editing, and evaluating
- c. Employ such strategies as graphic organizers, outlines, notes, charts, summaries, or précis to clarify and record meaning
- d. Integrate a variety of software applications (e.g., databases, graphics, and spreadsheets) to produce print documents and multi-media presentations

(English-Language Arts Content Standards for California Public Schools, Grade 6, Reading: 2.1-2, 2.4, Writing: 1.4-6; Grade 7, Reading: 2.3-4, Writing: 1.3-4, 1.6-7; Grade 8, Reading: 2.4, Writing: 1.1, 1.4-1.6, Listening and Speaking: 1.4; Grades 9-10, Reading: 2.4, Writing: 1.8-9; Grades 11-12, Writing: 1.4, 1.7-9, Listening and Speaking: 2.4)

3.2 Rhetorical Features of Literary and Non-Literary, Oral and Written Texts

- a. Recognize and use a variety of writing applications (e.g., short story, biographical, autobiographical, expository, persuasive, business and technical documents, historical investigation)
- b. Demonstrate awareness of audience, purpose, and context
- c. Recognize and use various text structures (e.g., narrative and non-narrative organizational patterns)
- d. Apply a variety of methods to develop ideas within an essay (e.g., analogy, cause and effect, compare and contrast, definition, illustration, description, hypothesis)
- e. Apply critical thinking strategies to evaluate methods of persuasion, including but not limited to:
 - ◆ Types of appeal (e.g., appeal to reason, emotion, morality)
 - ◆ Types of persuasive speech (e.g., propositions of fact, value, problem, policy)
 - ◆ Logical fallacies (e.g., bandwagon, red herring, glittering generalities, ad hominem)

- ♦ Advertising techniques (e.g., Maslow’s hierarchy of needs)
- ♦ Logical argument (e.g., inductive/deductive reasoning, syllogisms, analogies)
- ♦ Classical argument (e.g., claim, qualifiers, rules of evidence, warrant)

(English-Language Arts Content Standards for California Public Schools, Grade 6, Reading: 2.1-2, 2.4, 2.6, 2.8, Writing: 1.1-3, 1.6, 2.1-5, Listening and Speaking: 1.8-9; Grade 7, Reading: 1.3, 2.2-3, Writing: 1.1-3, 1.7, 2.1-5, Listening and Speaking: 1.1, 1.3; Grade 8, Reading: 1.3, 2.2, Writing: 1.1-3, 1.52.1-6, Listening and Speaking: 1.8; Grades 9-10, Writing: 1.1-2, 1.4, 1.9, 2.1-6, Listening and Speaking: 1.5, 1.10, 1.13; Grades 11-12, Reading: 1.3, 2.2, 2.4-6, Writing: 1.1-5, 1.9, 2.1-6, Listening and Speaking: 1.4, 1.12-13)

3.3 Rhetorical Effects of Grammatical Elements

- Employ precise and extensive vocabulary and effective diction to control voice, style, and tone
- Use clause-joining techniques (e.g., coordinators, subordinators, and punctuation) to express logical connections between ideas
- Identify and use clausal and phrasal modifiers to control flow, pace, and emphasis (e.g., adjective clauses, appositives, participles and verbal phrases, absolutes)
- Identify and use devices to control focus in sentence and paragraph (e.g., active and passive voice, expletives, concrete subjects, and transitional phrases)
- Maintain coherence through use of cohesive devices

(English-Language Arts Content Standards for California Public Schools, Grade 6, Reading: 1.1, Writing: 1.2, 1.6, Written and Oral English Language Conventions: 1.1-5; Grade 7, Writing: 1.1, 1.7, Written and Oral English Language Conventions: 1.1-7; Grade 8, Writing: 1.2, 1.6, Written and Oral English Language Conventions: 1.1-6, Listening and Speaking: 1.5-6; Grades 9-10, Writing: 1.1-2, 1.6, 1.9, Written and Oral English Language Conventions: 1.1-5; Grades 11-12, Reading: 2.1-2, Writing: 1.2-5, 1.9, Written and Oral English Language Conventions: 1.1-3, Listening and Speaking: 1.5)

3.4 Conventions of Oral and Written Language

- Apply knowledge of linguistic structure to identify and use the conventions of Standard Edited English
- Recognize, understand, and use a range of conventions in both spoken and written English, including:
 - ♦ Conventions of effective sentence structure (e.g., clear pronoun reference, parallel structure, appropriate verb tense)
 - ♦ Preferred usage (e.g., verb/subject agreement, pronoun agreement, idioms)
 - ♦ Conventions of pronunciation and intonation
 - ♦ Conventional forms of spelling
 - ♦ Capitalization and punctuation

(English-Language Arts Content Standards for California Public Schools, Grade 6, Reading: 1.1, Written and Oral English Language Conventions: 1.1-5; Grade 7,

Written and Oral English Language Conventions: 1.1-7; Grade 8, Writing: 1.2, Written and Oral English Language Conventions: 1.1-6, Listening and Speaking: 1.6; Grades 9-10, Writing: 1.9, Written and Oral English Language Conventions: 1.9; Grades 11-12, Writing: 1.4, Written and Oral English Language Conventions: 1.1-3, Listening and Speaking: 1.8)

3.5 Research Strategies

- a. Develop and apply research questions
- b. Demonstrate methods of inquiry and investigation
- c. Identify and use multiple resources (e.g., oral, print, electronic; primary and secondary), and critically evaluate the quality of the sources
- d. Interpret and apply findings
- e. Use professional conventions and ethical standards of citation and attribution
- f. Demonstrate effective presentation methods, including multi-media formats

(English-Language Arts Content Standards for California Public Schools, Grade 6, Reading: 1.1, 2.1, 2.3, 2.6-8, Writing: 1.4-5, Listening and Speaking: 1.1-2, 1.6-7, 2.1, 2.3; Grade 7, Reading: 2.2, 2.6, Writing: 1.4-5, Listening and Speaking: 1.2, 1.6-7, 2.1, 2.3; Grade 8, Reading: 2.2, 2.7, Writing: 1.3-6, Listening and Speaking: 1.2-3, 1.6-8, 2.3; Grades 9-10, Reading: 2.2-5, 2.8, Writing: 1.3-8, Listening and Speaking: 1.7, 2.2; Grades 11-12, Writing: 1.4, 1.6-8, Listening and Speaking: 2.4)

Domain 4. Communications: Speech, Media, and Creative Performance

Candidates demonstrate knowledge of the foundations and contexts of the speech, media, and creative performance contained in the English-Language Arts Content Standards for California Public Schools: Kindergarten Through Grade Twelve (1997) as outlined in the Reading/Language Arts Framework for California Public Schools: Kindergarten Through Grade Twelve (1999) at a post secondary level of rigor. Candidates have both broad and deep conceptual knowledge of the subject matter. The Reading/Language Arts Framework for California Public Schools: Kindergarten Through Grade Twelve (1999) puts consistent emphasis on analysis and evaluation of oral and media communication as well as on effective public speaking and performance. The candidate must possess the breadth of knowledge needed to integrate journalism, technological media, speech, dramatic performance, and creative writing into the language arts curriculum, including sensitivity to cultural approaches to communication. The subject matter preparation program should include opportunities for candidates to obtain knowledge and experience in these areas. The candidate skillfully applies the artistic and aesthetic tools and sensitivities required for creative expression. Candidates will be able to:

4.1 Oral Communication Processes

- a. Identify features of, and deliver oral performance in, a variety of forms (e.g., impromptu, extemporaneous, persuasive, expository, interpretive, debate)

- b. Demonstrate and evaluate individual performance skills (e.g., diction, enunciation, vocal rate, range, pitch, volume, body language, eye contact, and response to audience)
- c. Articulate principles of speaker/audience interrelationship (e.g., interpersonal communication, group dynamics, and public address)
- d. Identify and demonstrate collaborative communication skills in a variety of roles (e.g., listening supportively, facilitating, synthesizing, and stimulating higher level critical thinking through inquiry)

(English-Language Arts Content Standards for California Public Schools, Grade 6, Reading: 1.1, Listening and Speaking: 1.1-8, 2.0; Grade 7, Listening and Speaking: 1.1-7, 2.0; Grade 8, Listening and Speaking: 1.1-8, 2.0; Grades 9-10, Listening and Speaking: 1.1, 1.3-6, 1.8-13, 2.0; Grades 11-12, Reading: 2.6, Listening and Speaking: 1.4-6, 1.8-13, 2.0)

4.2 Media Analysis and Journalistic Applications

- a. Analyze the impact on society of a variety of media forms (e.g., television, advertising, radio, Internet, film)
- b. Recognize and evaluate strategies used by the media to inform, persuade, entertain, and transmit culture
- c. Identify aesthetic effects of a media presentation
- d. Demonstrate effective and creative application of these strategies and techniques to prepare presentations using a variety of media forms and visual aids

(English-Language Arts Content Standards for California Public Schools, Grade 6, Reading: 2.1-2, 2.6, Listening and Speaking: 1.9; Grade 7, Reading: 2.1, Listening and Speaking: 1.8-9; Grade 8, Reading: 2.1, 2.3, Listening and Speaking: 1.8-9; Grades 9-10, Reading: 2.1, Listening and Speaking: 1.1-2, 1.7, 1.9, 1.14; Grades 11-12, Reading: 2.1, Writing: 2.6, Listening and Speaking: 1.1-4, 1.9, 1.14, 2.4; Visual and Performing Arts Content Standards for California Public Schools, Theatre, Grades 6-12, 5.0: Connections, Relationships, Applications)

4.3 Dramatic Performance

- a. Describe and use a range of rehearsal strategies to effectively mount a production (e.g., teambuilding, scheduling, organizing resources, setting priorities, memorization techniques, improvisation, physical and vocal exercises)
- b. Employ basic elements of character analysis and approaches to acting, including physical and vocal techniques that reveal character and relationships
- c. Demonstrate basic knowledge of the language of visual composition and principles of theatrical design (e.g., set, costume, lighting, sound, and props)
- d. Apply fundamentals of stage directing, including conceptualization, blocking (movement patterns), tempo, and dramatic arc (rising and falling action)
- e. Demonstrate facility in a variety of oral performance traditions (e.g., storytelling, epic poetry, and recitation)

(English-Language Arts Content Standards for California Public Schools, Grade 6, Listening and Speaking: 2.1, 2.3; Grade 7, Listening and Speaking: 2.1; Grade 8, Listening and Speaking: 1.1, 2.1-2, 2.5; Grades 9-10, Listening and Speaking: 2.1, 2.4; Grades 11-12, Listening and Speaking: 1.7, 1.9-10, 2.5; Visual and Performing Arts Content Standards for California Public Schools, Theatre, Grades 6-12, 1.0: Artistic Perception, 2.0: Creative Expression, 3.0 Historical and Cultural Context, 4.0 Aesthetic Valuing)

4.4 Creative Writing

- a. Demonstrate facility in creative composition in a variety of genres (e.g., poetry, stories, plays, and film)
- b. Understand and apply processes and techniques that enhance the impact of the creative writing product (e.g., work-shopping, readings, recasting of genre, voice, and perspective)
- c. Demonstrate skill in composing creative and aesthetically compelling responses to literature

(English-Language Arts Content Standards for California Public Schools, Grade 6-12, Writing: 2.1)

Appendix A

Assembly Bill No. 537

CHAPTER 587

An act to amend Sections 200, 220, 66251, and 66270 of, to add Section 241 to, and to amend and renumber Sections 221 and 66271 of, the Education Code, relating to discrimination.

[Approved by Governor October 2, 1999. Filed
with Secretary of State October 10, 1999.]

LEGISLATIVE COUNSEL'S DIGEST

AB 537, Kuehl. Discrimination.

(1) Existing law provides that it is the policy of the State of California to afford all persons in public schools and postsecondary institutions, regardless of their sex, ethnic group identification, race, national origin, religion, or mental or physical disability, equal rights and opportunities in the educational institutions of the state.

Existing law makes it a crime for a person, whether or not acting under color of law, to willfully injure, intimidate, interfere with, oppress, or threaten any other person, by force or threat of force, in the free exercise or enjoyment of any right or privilege secured to him or her by the Constitution or laws of this state or by the Constitution or laws of the United States because of the other person's race, color, religion, ancestry, national origin, disability, gender, or sexual orientation, or because he or she perceives that the other person has one or more of those characteristics.

This bill would also provide that it is the policy of the state to afford all persons in public school and postsecondary institutions equal rights and opportunities in the educational institutions of the state, regardless of any basis referred to in the aforementioned paragraph.

(2) Existing law prohibits a person from being subjected to discrimination on the basis of sex, ethnic group identification, race, national origin, religion, color, or mental or physical disability in any program or activity conducted by any educational institution or postsecondary educational institution that receives, or benefits from, state financial assistance or enrolls students who receive state student financial aid.

This bill would also prohibit a person from being subjected to discrimination on the basis of any basis referred to in paragraph (1) in any program or activity conducted by any educational institution or postsecondary educational institution that receives, or benefits from, state financial assistance or enrolls students who receive state student financial aid.

(3) This bill would state that it does not require the inclusion of any curriculum, textbook, presentation, or other material in any program or activity conducted by an educational institution or a postsecondary educational institution and would prohibit this bill from being deemed to be violated by the omission of any curriculum, textbook, presentation, or other material in any program or activity conducted by an educational institution or a postsecondary educational institution.

To the extent that this bill would impose new duties on school districts and community college districts, it would impose a state-mandated local program.

(4) The California Constitution requires the state to reimburse local agencies and school districts for certain costs mandated by the state. Statutory provisions establish procedures for making that reimbursement, including the creation of a State Mandates Claims Fund to pay the costs of mandates that do not exceed \$1,000,000 statewide and other procedures for claims whose statewide costs exceed \$1,000,000.

This bill would provide that, if the Commission on State Mandates determines that the bill contains costs mandated by the state, reimbursement for those costs shall be made pursuant to these statutory provisions.

The people of the State of California do enact as follows:

SECTION 1. This bill shall be known, and may be cited, as the California Student Safety and Violence Prevention Act of 2000.

SEC. 2. (a) The Legislature finds and declares all of the following:

(1) Under the California Constitution, all students of public schools have the inalienable right to attend campuses that are safe, secure, and peaceful. Violence is the number one cause of death for young people in California and has become a public health problem of epidemic proportion. One of the Legislature's highest priorities must be to prevent our children from the plague of violence.

(2) The fastest growing, violent crime in California is hate crime, and it is incumbent upon us to ensure that all students attending public school in California are protected from potentially violent discrimination. Educators see how violence affects youth every day; they know first hand that youth cannot learn if they are concerned about their safety. This legislation is designed to protect the institution of learning as well as our students.

(3) Not only do we need to address the issue of school violence but also we must strive to reverse the increase in teen suicide. The number of teens who attempt suicide, as well as the number who actually kill themselves, has risen substantially in recent years. Teen suicides in the United States have doubled in number since 1960 and every year over a quarter of a million adolescents in the United States attempt suicide. Sadly, approximately 4,000 of these attempts every year are completed. Suicide is the third leading cause of death for youths 15 through 24 years of age. To combat this problem we must seriously examine these grim statistics and take immediate action to ensure all students are offered equal protection from discrimination under California law.

SEC. 3. Section 200 of the Education Code is amended to read:

200. It is the policy of the State of California to afford all persons in public schools, regardless of their sex, ethnic group identification, race, national origin, religion, mental or physical disability, or regardless of any basis that is contained in the prohibition of hate crimes set forth in subdivision (a) of Section 422.6 of the Penal Code, equal rights and opportunities in the educational institutions of the state. The purpose of this chapter is to prohibit acts which are contrary to that policy and to provide remedies therefor.

SEC. 4. Section 220 of the Education Code is amended to read:

220. No person shall be subjected to discrimination on the basis of sex, ethnic group identification, race, national origin, religion, color, mental or physical disability, or any basis that is contained in the prohibition of hate crimes set forth in subdivision (a) of Section 422.6 of the Penal Code in any program or activity conducted by an educational institution that receives, or benefits from, state financial assistance or enrolls pupils who receive state student financial aid.

SEC. 5. Section 221 of the Education Code is renumbered to read:

220.5. This article shall not apply to an educational institution which is controlled by a religious organization if the application would not be consistent with the religious tenets of that organization.

SEC. 6. Section 241 is added to the Education Code, to read:

241. Nothing in the California Student Safety and Violence Prevention Act of 2000 requires the inclusion of any curriculum, textbook, presentation, or other material in any program or activity conducted by an educational institution or postsecondary educational institution; the California Student Safety and Violence Prevention Act of 2000 shall not be deemed to be violated by the omission of any curriculum, textbook, presentation, or other material in any program or activity conducted by an educational institution or postsecondary educational institution.

SEC. 7. Section 66251 of the Education Code is amended to read:

66251. It is the policy of the State of California to afford all persons, regardless of their sex, ethnic group identification, race, national origin, religion, mental or physical disability, or regardless of any basis that is contained in the prohibition of hate crimes set forth in subdivision (a) of Section 422.6 of the Penal Code, equal rights and opportunities in the postsecondary institutions of the state. The purpose of this chapter is to prohibit acts that are contrary to that policy and to provide remedies therefor.

SEC. 8. Section 66270 of the Education Code is amended to read:

66270. No person shall be subjected to discrimination on the basis of sex, ethnic group identification, race, national origin, religion, color, or mental or physical disability, or any basis that is contained in the prohibition of hate crimes set forth in subdivision (a) of Section 422.6 of the Penal Code in any program or activity conducted by any postsecondary educational institution that receives, or benefits from, state financial assistance or enrolls students who receive state student financial aid.

SEC. 9. Section 66271 of the Education Code is renumbered to read:

66270.5. This chapter shall not apply to an educational institution that is controlled by a religious organization if the application would not be consistent with the religious tenets of that organization.

SEC. 10. Notwithstanding Section 17610 of the Government Code, if the Commission on State Mandates determines that this act contains costs mandated by the state, reimbursement to local agencies and school districts for those costs shall be made pursuant to Part 7 (commencing with Section 17500) of Division 4 of Title 2 of the Government Code. If the statewide cost of the claim for reimbursement does not exceed one million dollars (\$1,000,000), reimbursement shall be made from the State Mandates Claims Fund.